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ABSTRACT

The response of the American public education system to the challenge of preparing citizens to respond intelligently to global challenges and opportunities is inadequate. State education agencies should be actively providing adequate experiences in international/intercultural education. However, according to a 1969 survey by the Education Commission of the States, the state boards of education of the 50 states generally concentrate on the areas of curriculum and materials development rather than research and evaluation and they do not perceive the need to provide leadership for globalizing public education. There are many key factors in internationalizing public education, but they generally center around the personalities, organizational structure, and funding priorities of those in positions of state leadership. Recent information shows that many states are moving toward a global approach, particularly in the following areas: credit for overseas experience, transfer of foreign credits, leave granted for foreign teaching, number of inservice programs on international topics, global-approach curriculum development, and stress on international training in teacher preparation and certification. Implications of the research are that, in spite of some significant progress recently, too little has been done to internationalize public instruction; there is inadequate funding and too little tracking of results against global goals and objectives. (Author/DB)

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INTERNATIONALIZING PUBLIC EDUCATION: WHAT THE STATES ARE DOING

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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at

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INTERNATIONALIZING PUBLIC EDUCATION: WHAT THE STATES ARE DOING

by

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I. "Entangling Alliances"*

Despite the blatant warning against "entangling alliances" contained in George Washington's Farewell Address, nothing is more certain than that Americans will celebrate their nation's bicentennial thoroughly enmeshed in global events and foreign intrigues far beyond the wildest imaginings of the Founding Fathers. Indeed, where else but in America can you watch a "Bicentennial Minute" sponsored by a Dutch oil company on a Japanese television set?

Unfortunately, America's educators took very much to heart the isolationist dictates of the Founding Fathers. Schools were tools consciously and relentlessly employed to "Americanize" an immigrant population. For America's schools to "internationalize" a now overly parochial population flies in the face of two centuries of educational thinking and practice in the United States.

Yet fly we must. This nation can no longer afford running the risk of remaining uninformed about a world in which it is so inextricably involved. For one thing, the continued viability of this society will increasingly depend upon the ability of America's professionals, academics, bureaucrats, businessmen and leadership to serve effectively in transnational and intercultural settings. For

* This section is based, in large part, on the International Education Project's policy monograph, Education for Global Interdependence (Washington: American Council on Education, 1975).

another, there is a real and continuing need to apply the best-of-all-minds, regardless of nationality, to the solution of pressing human problems: energy; population; pollution; crime; disease; hunger. The list is long, while time grows short.

No democratic leadership, however motivated to build a peaceful world order, can long risk outrunning the capacity of its people to interpret and respond intelligently to global challenges and opportunities. The dangers of widespread apathy, of neo-isolationism in a nuclear age are obvious. Thus, the internationalizing mission of the schools is clearly tied to the national need for a citizenry sufficiently sophisticated to be able to cope with interdependence.

As the dire predictions of Malthus become more apparent each day, Americans will have to practice their humanitarian preachings. If those too weak to protest, too many to ignore perish in waves of starvation and violence, human dignity and respect will be forever tarnished.

Even if national security, intellect, and humanitarianism were not at stake, America's schools would do well to share the wisdom and joy of the human experience with their young pupils. As a people, Americans have much to gain from the rich variety of alternative values, life styles, and cultures. Something like a

half-million waking hours must be filled by most Americans over an average life span. Surely the cultural fare dished up on commercial television is no solution to the national problem of fostering creative leisure. Americans, in the so-called "post industrial age," will require further instruction in such pleasurable aesthetic pursuits as music, theatre, poetry, sports, architecture, painting, cooking, gardening, and the dance.

Overall, the response of the American educational system to the challenge of preparing citizens for effective coping in an interconnected world is woefully inadequate. Unless some major adjustments are made to compensate for its educational anachronisms, the United States may well lack the basic human resources to steer its ship of state through the uncharted interdependent currents of its next one hundred years.

II. What the States are Doing: The Record to Date

Primary responsibility for formal education in the U.S. rests squarely with the fifty states. The states have both administrative and leadership responsibilities for public education. That state education agencies should be actively providing adequate experiences in international/intercultural education is the explicit

theme of this paper. What has and has not been accomplished, and how the Comparative and International Education Society fits into the statewide picture will emerge in the next pages.

The first effort to assess the role of the states in international education consisted of a survey and conference which was held at Gould House in Dobbs Ferry, New York in April of 1964, under the sponsorship of the New York State Education Department and the U.S. National Commission for UNESCO.

A more comprehensive survey of state education agencies in international education followed in 1968. Undertaken by the New York State Education Department's Center for International Programs and Comparative Studies on behalf of the Education Commission of the States, this survey was published in July of 1969.

The report, a call for action as well as a review of the state of the art, had as its central theme this two-fold proposition:

> (1) The social and cultural revolution affecting virtually all societies in the modern world, including our own, has created a major national need which must be confronted by formal education in American society.
>
> (2) State education agencies must provide for more vigorous leadership in meeting this need than they have thus far. And they had better act rapidly unless they want to be left out of the mainstream of education concerned with the really vital issues in the future of American society, and indeed, all mankind.

Despite the impressive accomplishments of some state agencies, this two-fold proposition is as true today as it was seven years ago.

It is clear, from the 1969 report, that where there has been a will for major educational change in this country, there has certainly been a way to accomplish it. The sweeping reform of the science and mathematics curriculum in the 1950's stands as but one example of this fact. Unhappily, international and intercultural education has never been placed near the apex of educational priorities. As a consequence, its potential remains severely stunted.

On the basis of the situation in late 1966, Gerald Marker concluded that despite America's undeniably vast involvement in the international arena, the field of international affairs was slighted or virtually ignored by the vast number of school systems in the United States:

> In fact, the organizations that set minimum educational standards in the nation's public schools -- the state departments of education -- are, by their own admission, doing very little to improve the teaching of international affairs. There are a few exceptions, but generally the states have given priority to areas other than international education. Indeed, until the recent infusion of federal funds, many state departments of education had no one whose primary responsibility was the area of social studies in general or international affairs in particular. Although a number of states do seem to be in the very early stages of developing some rather ambitious programs, the present situation gives few indications of monumental leadership on the part of the states.

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The 1969 survey of the role of state education agencies in international education revealed the following states involved these special programs:

A. Appointment of Foreign Consultants in non-Western areas to the State Department of Education.

Colorado
Montana
New York
North Carolina
Tennessee
Texas
Utah
West Virginia

B. Statewide programs and conferences in International Education.

Connecticut
Delaware
Illinois
New Jersey
New Mexico
New York
Oregon
Rhode Island
Tennessee
Virginia
Wisconsin

C. Agency - sponsored Exchange Programs.

Alabama
Colorado
Louisiana
New Jersey
Maine
New York
Oregon
Tennessee
Texas

D. Agency support or encouragement of Bilingual Education Programs.

California
Delaware
Louisiana
New Jersey
New Mexico
New York
Texas
Virginia

E. State-sponsored Community Projects in World Affairs.

Missouri
Ohio
New York

As the 1969 survey reported, most activity has been undertaken by state education agencies in the field of developing curriculum guides and other materials in the social sciences. Foreign language instruction has also ranked as a key area of state-level involvement. Teacher certification, a third critical target, was an ambiguous one in this report in that formal requirements often impeded the more intelligent utilization of foreign experiences and personnel.

The 1969 survey outlined, state by state, activities under the headings of curriculum, foreign languages, teacher preparation and certification, exchange programs, and federal programs. Some promising options, such as recognition of overseas and Peace Corps experience, appeared in the individual listings. Far less activity was found, however, involving state education relationships with institutions and agencies abroad. While programs were listed as having ESEA and NDEA and other federal support, there was scant evidence that state education officials were taking full advantage of such opportunities to strengthen the international/intercultural dimensions of U.S. education.

A comparative summary of state certification requirements and in-service programs related to the foreign area competence of teachers was disquieting in that between 1964 and 1968 some decline in granting of credit for overseas experience, in granting of leaves for foreign teaching and in transfer of foreign credits was cited. (Not all states reported data).

On the bright side, by 1968 fewer states required that their teachers be American citizens, and state-sponsored in-service programs concerned with international studies increased from 9 states in 1964 to 26 states by 1968.

The 1969 report contained a concluding segment entitled "Alternatives for State Action." Again, the recommendations remain pertinent, if not more so, six years later. These included a call for greater cooperation on a regional basis and a systems approach to international education. Two examples of collaboration, an eight-state project, Designing Education for the Future (involving Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah and Wyoming) and a four-state Regional International Education Project (involving Alabama, Louisiana, Tennessee and Texas) were cited as models. Also cited were the Nine Northeastern States Project in Citizenship Education (involving the six New England states, New York, New Jersey and Pennsylvania) and the Foreign Relations Project of the North Central Association of Colleges and Secondary Schools, a nineteen - state program of in-service teacher education and curriculum development.

Central to bringing about actual change was the 1969 report's recognition of the need to reform the organizational aspects of state education agencies. Specifically, the report stressed the

desirability of appointing personnel whose prime role would be to develop the international concerns of a state education department or agency. State agencies were urged to designate and support other change agents within the agency; to encourage and assist staff members in many different fields to acquire overseas experience through travel-study programs and other projects; and to provide as much mobility as possible for staff members to travel elsewhere in the United States and abroad to maintain contact with key persons and institutions involved in international education activity.

A strong statewide program was seen as a key to stimulating local leadership and initiatives for change. Under the rubric of curricular and instructional services, the report advised state education officials to avoid duplication of efforts more wisely undertaken by others. Thus, research, evaluation and dissemination, not materials development, were cited as the legitimate domains of state-level concerns.

States were urged to strengthen teacher education and certification practices, and to remove formal impediments to drawing more varied kinds of human experience into the classroom. This is exceptionally critical given the fact that barely 5% of the teachers being trained <u>today</u> have any preparation related to international events or to other peoples and their cultures.

Finally, the 1969 survey report stressed developing the overseas dimension of state education agency programs and activities in international education. Many state agencies have functions analogous to those of national ministries of education in other countries and, in the words of the report: "It is just possible -- although apparently difficult for many Americans to believe -- that we may have something to learn from experience elsewhere."

A partial updating of the 1969 report was undertaken in 1972 as part of a survey of international education and teacher education programs undertaken by the American Association of Colleges for Teacher Education on behalf of the Bureau of Educational Personnel Development of the U.S. Office of Education. Also in 1972, a conference of representatives of eight state education agencies was held in Chicago to explore possible areas of cooperation in international/intercultural education. Follow-up activities included the dissemination of teaching materials, joint overseas teacher education/state education, agency staff development projects, and a project to develop cross-cultural orientation materials for teachers going abroad.

The most recent information available on the topic of the activities of state education agencies in international education

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is a 1975 survey prepared for the Council of Chief State School Officers' Committee on International Education. Comparing the report with the 1964 and 1968 data yields these trends as outlined in the Introduction:

Credit for overseas experience is granted by many states. The experience must in general be related to the individual's teaching field. In some cases, this credit is only for renewal of teaching certificates, in others, it may be used instead of student teaching or other professional experience. (1964 - 28 states grant credit, 1968 - 25 states, 1975 - 26 states.)

Transfer of foreign credits is allowed and must in most cases be approved by a U.S. institution of higher education or by the U.S. Office of Education. (1964 - 37 states transfer, 1968 - 32 states, 1975 - 26 states.)

Leave for foreign teaching is available in many states. Generally it is not granted by the state education agency but by the local school board. (1964 - 19 states grant leave, 1968 - 13 states, 1975 - 15 states.)

In-Service programs, continuing education programs, workshops dealing with international education and language education are sponsored by an increasing number of states. (1964 - 9 states offer in-service, 1968 - 26 states, 1975 - 31 states.)

Citizenship requirements for teachers have become less stringent. Most of the states requiring citizenship or intent of citizenship grant waivers and give temporary professional permits and exchange teacher credentials. (1964 - 25 states requiring citizenship, 1968 - 18 states, 1975 - 14 states; 19 states specifically mention no citizenship required in 1975.)

Striking new developments are the growing awareness of the concept of international education and the inclusion of more specific global and international education courses, ethnic studies, population and world food crisis courses, and the production of social studies and humanities materials dealing with the topic of international education (35 states).

Efforts are expanding to meet the needs of students and adults whose primary language is other than English. Fourteen states mention specifically the introduction and expansion of bilingual, bicultural education.

In the field of foreign languages not only Spanish, French, German, Latin and Russian are offered, but less-commonly-taught western as well as eastern languages, as for example: Portuguese, Swedish, Greek, Hungarian, Polish, Hebrew, Chinese, Japanese, Arabic, and Swahili.

All these factors - including the high involvement of states (31) in international exchange programs for teachers and students - are effective means for improving international understanding which is imperative in a time of increasing interdependence.

Even a cursory glance through the inventory of statewide international programs reveals a rich range of activity, despite obvious gaps. Here are some examples of projects currently being undertaken by the states in the areas of curriculum, teacher preparation, foreign language and exchange:

Curriculum

- South Carolina's "Curriculum Guide for Social Studies" provides for the following international and comparative educational experiences for its schoolchildren:

Grades 1-3	All primary studies are cross-cultural in approach. No longer are homes, communities, and schools treated exclusively from the local viewpoint.
Grade 4	Living in typical regions of South Carolina as related to living in typical regions of the world - influences of people, climate, resources on living includes some non-western societies.
Grade 6	Life in Other Countries of the Americas as Related to Life in the United States.
Grade 7	Life in Countries Which Have Most Influenced the Development of the United States and Countries in which the United States is Currently Most Interested (includes some non-western countries).

Grades 9-12 World History (generally at 10th grade, although taken by some districts at 9th level) and Geography (generally taken at 9th or 10th). Both courses include non-western countries.

Grades 7-12 Under Quinmester Programs initiated in Rock Hill and Spartanburg school systems there are 26 optional mini-courses relating to the non-western world. The year 1975-76 will see the initiation of as many or more mini-courses in five additional school systems using the quarter and/or quinmester approaches.

- Under the leadership of a number of consultants from California's State Department of Education, a California Task Force for Global Perspectives has been formed. The Task Force is made up of professionals from universities, county superintendents' offices, school districts and organizations specializing in this area. Its objective is to assure that at least ten school districts will be involved in curriculum development in global education by fall, 1976. At present, fifteen school districts have committed themselves for participation, and a workship is being planned to train administrators, teachers and parents from these districts.

- Hawaii has published an extensive series of curriculum guides and materials. Sample titles: World Cultures, Japan, Korea, Shintoism, The Middle East Crisis, Apartheid, Slave Trade, Latin American Problems, and Hawaii's Immigrants. Most of these are produced as individualized learning packets.

- In Nebraska, curriculum materials are being developed to have students examine their roles as citizens of state, country and the world. In senior high school packets, students will look at Nebraska as a food producing state. Questions will be raised about the obligations of citizens of a food producing area to a starving world. In examining their values and the characteristics of the state, students are asked to think about their responsibilities and obligations as world survivors.

- The state of Wyoming and its sister state of Goiás, Brazil are involved in exchange of curricular materials. The Wyoming Education Department developed a curriculum guide on Wyoming to be used in Goiás covering history, population, physical geography, economic geography, everyday life, annual events, government, state symbols, money and taxes.

- Ohio believes that "international education" begins as a child experiences the links of his or her family and other groups in the neighborhood and community to the world. Schools are urged to utilize the local community as a laboratory. Community in the World and Comparative Political Experiences are curriculum experience-based models which allow students to understand international affairs as a part of their daily lives and to understand the links (trade, religion, medicine, business, agriculture, ethnicity, travel and the arts) that make them members of the global community.

- Cooperation of the North Carolina Department of Public Instruction with colleges and universities throughout the state has resulted in these federally funded programs:

National Endowment for the Humanities

1. Two summer African studies curriculum development projects to refine intercultural approaches and to distinguish between focus and content for seventh and tenth grade African Studies courses.

2. One summer East Asian studies instructional materials development project for tenth grade.

3. Two summer workshops for college specialists in Asian and African Studies to build in-service programs for improving teacher competencies in the two areas.

4. Support funding for development of a curriculum research materials center on Asia and Africa.

U.S. Office of Education (Fulbright-Hays) program for field observation and study of non-western cultures.

- In New York, the Center for International Programs and Comparative Studies, Bureaus of Social Studies Education, Secondary Curriculum Development, Mass Communications, and other units of the New York Department of Education have been collaborating for the past five years. Two activities in the curriculum area are these: (1) A special project on studies in international conflict, supported initially by a grant from the Institute of World Order, has developed six simulations, guides for the teachers, and other secondary - level materials; distributed over 20,000 copies of these materials to teachers and schools, and organized five workshops and conferences for 750 teachers throughout the state to strengthen classroom instruction on these topics. (2) A similar project on population studies in undergraduate education has been initiated with assistance from the Population Council. Two summer programs at Cornell University and a regional conference at Rockland Community College have been held for approximately 150 two- and four-year college teachers and administrators. An occasional bulletin, Teaching Notes on Population has been disseminated as part of this effort.

Teacher Preparation and Certification

- As part of an in-service teacher training program, the Oregon State Department of Education cooperates with the University of Oregon School of Overseas Administration and the Oregon Education Association in promoting the Oregon High School International Relations League. Approximately 75 teachers work with 600 students developing programs for the study of pressing international problems.

- Pennsylvania's Bureau of Teacher Education requires that all students preparing for certification as social studies teachers take work in non-western cultures.

- New Hampshire's Department of Education cooperates with the New Hampshire Council on World Affairs in planning and directing workshops for teachers. The Consultant of Social Studies serves on the Executive Board of the New Hampshire Council on World Affairs. The Department also supports service agencies such as the Center for War and Peace Studies in planning conferences on international education.

- The Arizona State Board of Education allows teachers to renew their certificates on the basis of a "foreign travel thesis" in lieu of renewal credit.

- An NDEA Title III in-service teacher training workshop in "Teaching Cultural Themes of Latin America" was recently sponsored by the NDEA Title III Foreign Language Supervisor for Illinois teachers of social studies and Spanish.

- The Massachusetts Department of Education cooperates with the Lincoln-Filene Center for Citizenship and Public Affairs at Tufts University in sponsoring in-service programs.

- A National Science Foundation summer training program in "Globalizing Secondary Social Studies" was attended by Vermont teachers from all over the state. The Vermont State Department of Education was active in recruiting teachers for this program. In Vermont, teachers may receive credit for recertification on the basis of travel to foreign countries.

- In New York, bureaus dealing with secondary curriculum development, social studies, foreign languages, science, and the humanities provide information services to teachers and administrators through conferences and newsletters and issue curriculum materials on international topics.

  The Center for International Programs and Comparative Studies provides information services and organizes in-service teacher workshops, seminars, and conferences on international topics in the U.S. and abroad. The Center cooperates with national and international agencies in developing materials for teachers on major world regions and problems, particularly through its affiliated offices, the Foreign Area Materials Center in New York City and the Educational Resources Center in New Delhi, India. The Center is also responsible for arranging programs for approximately 350 international visitors from some 60 countries each year.

  The Educational Resources Center, which is supported by annual grants from the U.S. Department of Health, Education and Welfare, continues its role as an overseas materials development and teacher service agency for American schools and colleges; in 1973-74, for example,

ERC dissemintated 8,000 sets of materials to schools and colleges in the U.S., organized curriculum sessions for 450 school and college teachers visiting India, and produced four study units and two filmstrips for classroom use at the secondary school level. Other major efforts include guides to teaching about India and China which have been distributed to all high schools in the state; a new guide for the ninth grade social studies curriculum on China is in the final stages of preparation. A grant from the National Endowment for the Humanities has made possible the preparation of a series of seven audiovisual study units on African culture for use in elementary schools of the state.

The Department's Project SEARCH (Search for Education through the Arts, Related Content and the Humanities) utilizes materials on the culture and arts of other countries.

Foreign Language Programs

- A recent measure providing for "sojourn teachers" makes it possible for California school districts to employ for a one- or two-year period teachers from foreign countries to teach basic subjects to pupils from Spanish-speaking backgrounds while they are developing a proficiency in English. In the future, this measure may be used to assist the instruction of Chinese pupils.

- During the 1974-1975 school year, the Louisiana State Department of Education in conjunction with the Council for the Development of French in Louisiana (CODOFIL), coordinated a program of French instruction in 35 parishes of the state. Over two hundred teachers from France, Belguim and Canada taught French to elementary students in these parishes. During the summer of 1975, the Louisiana State Department of Education, in conjunction with CODOFIL, sponsored study programs in France and Canada.

Exchange and Other International Programs

- The state of Utah recently participated in broadcasts to rural schools by way of satellite transmission. The satellite system is so positioned over the earth that its signals can be beamed to not only the U.S., but to a number of developing countries around the world. It is proposed that Utah, with the help of an outside funding agency, select one of these potential countries to share in educational television by way of satellite and that an exchange of personnel, information, ideas, software and hardware occur between the state of Utah and the pilot country.

- Texas Education Agency personnel from the Division of Bilingual Education provide technical assistance in staff development to American schools in Latin America and cooperate with the Department of State and the Southern Association of Colleges and Schools in the accreditation of those schools. The Texas Education Agency has collaborated with the Guatemalan Ministry of Education. This program has generated these specific activities: agency and public school science specialists visited Guatemala and helped establish science laboratories in the Guatemalan schools; thirty Guatemalan teachers visited in Texas for six-week periods to learn laboratory methods and techniques; science in-service education was provided for 500 Guatemalan teachers in the summer of 1967 and 1968; and four Guatemalan teachers were used to teach and develop curriculum materials in two school districts in Texas.

- In conjunction with the Curriculum Research and Development Center at the University of Rhode Island, the Rhode Island Department of Education has participated in a series of foreign conferences sponsored by International Management Training for Educational Change (IMTEC), a subsidiary of the Organization for Economic Cooperation and Development (OECD). Rhode Island presently intends to participate in an IMTEC seminar in the U.S. which is scheduled for the fall of 1976.

- New York's Department of Education maintains continuing contact with the Regents-chartered institutions in Greece, Israel, and Lebanon. The Regents External Degree Program has awarded some 300 degrees to persons overseas, while seven hundred individuals abroad are currently enrolled in the Program, studying for college degrees. The Regents External Degree and College Proficiency Examination Programs assess achievement in five foreign languages and in African and Afro-American History, as well as in European History. Also, approximately 50% of the doctors and nurses currently being licensed by the New York Board of Regents are foreign trained. The Division of Teacher Education and Certification annually reviews some 1,800 foreign educational credentials for the purpose of determining eligibility for certification in the state of New York.

- A recently proposed statewide ESEA Title III Project BICEN (Bicentennial Intercultural Exchange Network) includes provisions for international learning experiences as a part of the Delaware-British student exchange component. Students will research the Revolutionary War Period from both the British and American points of view prior to preparing learning materials for Delaware schools.

- Colorado participates in the International Educational Development Program authorized by the Fulbright-Hays Act of 1961. Each year teachers from foreign lands (generally teachers of English as a foreign language) are placed in Colorado school districts for a six-week period.

- The most significant activity presently being undertaken by New Jersey's Department of Education and Department of Higher Education is a consortium arrangement with the New York State Education Department for a Materials Development Seminar in Egypt. A grant has been made to the New Jersey Department of Education by the U.S. Office of Education for this purpose.

VII. What Experience to Date Reveals

To a greater or lesser degree, educators in all fifty states are grappling, as never before, with the challenge of globalizing U.S. public education. To make any meaningful difference, innovators know that they must produce profound educational changes.

Yet educational change is a dynamic and complex phenomenon, and as such, does not easily lend itself to prescriptive analysis. The key factors in internationalizing public education are many -- personalities involved; leadership; organizational structure and linkages; internal budget decisions; and the political climate. Furthermore, the process itself is frequently circular, not unilinear. Thus, for example, while experience shows that a strong statewide program is a good lever for attracting external funding, all too often, without some prior external financial prod, an effective statewide program may not come into existence in the first place.

It is clear that success depends upon other main ingredients as well: a comprehensive statewide change strategy; a realistic assessment of the educational needs and existing resources for international/intercultural education; some financial flexibility; a visible degree of bureaucratic and political clout; and an effective outreach and dissemination system.

Certain lessons emerge from statewide experiences to date. Goals set by the states are very far-reaching, while objectives are often less clearly or operationally stated. Non-Western studies are one dominant motif, while intercultural and bilingual programs are others. Many more programs appear to be moving toward an increased emphasis on global or interdependence issues. In most cases, little is done at the inception of a statewide program to set a time frame or to set up measures of achievement. This last contributes greatly to the problem of assessment and evaluation of international and intercultural programs at the state level. As a consequence, very little outcome data is available to justify international program budgets to state legislators in times of heightened fiscal crisis and accountability.

Inhibitors are several, ranging from unconvinced bureaucrats and state legislators on the one hand, to teachers and local administrators on the other. Particularly critical are those teachers of American and state history courses who believe that their own traditional fields of study and teaching will suffer as a consequence of any broad changes in content and emphasis.

The internationalizing of public instruction directly benefits from external pressures and events: Sputnik; a favorable public attitude toward education; the passage of Title VI of the National Defense Education Act, and other federal legislation

(such as ESEA Titles III and V, Ethnic Heritage Act), and the more recent Arab oil embargo. Happily, efforts of international education proponents often coincide with sweeping statewide revisions of the K-12 social studies curriculum. Other legislative stimuli at the state level spur activity, particularly laws mandating bilingual or multicultural education.

The most popular statewide globalizing strategies focus on teachers: in-service training; summer courses; seminars and workshops; exchange programs; conferences; etc. Not much has been done to alter certification requirements, nor to work with colleges of education at the higher education level to reflect international and intercultural sequences. While options are now more flexible for social science teachers, and Peace Corps and other international experiences are given official recognition, the certification requirements appear not to have been seriously changed to demand far-reaching innovations in teacher training programs beyond the social sciences.

Other popular statewide activities include the hiring of foreign area consultants; the use of foreign curriculum specialists in residence; the publication of statewide plans and guidelines; the retraining of faculty; the development of library and other materials resources; the design of television and media events; and the evaluation of certain programs.

In all activities, the greater the involvement of those persons actually teaching and administering programs, the greater

the degree of receptivity and actual acceptance of the educational changes and innovations.

Management styles and organizational arrangements vary from the highly-institutionalized to the largely informal. As would be expected, each state has its own bureaucratic tradition and realities. Yet, in each case, it is clear that the success of any program reflects the degree to which it becomes an inherent, centrally based component in the state-level bureaucracy.

Most program implementors have control over management of programs and over the budgets they receive from the states. However, implementors have far less control over the fiscal system which determines their own appropriations share in the first place. As a result, external funding is often a critical lever to maintain local appropriations from the state. Overall, relatively little if any state monies are directly appropriated to international education programs. Thus, a direct and positive period of programmatic growth often reflects ESEA, NDEA, or other foundation support.

On balance, far too little has been done to track results against goals and objectives. Most data is generated by surveys and by soliciting informal responses from participating teachers.

With little if any baseline data, it is virtually impossible to generate much in the way of outcome data, that is, data on a program's actual impact on teachers and pupils. Most data is, therefore, input data which lists the number of seminars, participants, publications and other activities. Causal or other inferences can only be sketched qualitatively. While it may never be possible to have an ideal data system in the field of international/intercultural education, much more should be done in this area.

If one factor impedes further progress in internationalizing public instruction, it is the lack of funding at the state level to support widereaching educational reforms. This in turn means that programs are severely understaffed. While money is not the only inhibitor, it is a principal one in all cases.

Leadership at high levels in the state bureaucracy and in the state legislature is another chronic problem. Like the little girl with the little curl, when educational and public officials are good, they are very, very good. When they are bad, they are horrid. When they are good, they encourage international travel, interstate communication, and responsible levels of appropriations. When they are bad, they block activities or twist them around for personal political gain by exploiting misunderstanding and staging unfavorable "media events."

Other problems are persistent and typical in all states. One is the underutilization of existing resources. Educators are not accustomed to cooperating across institutional lines or between various educational levels. The communication and dissemination of information and materials is often totally inadequate to meet a program's needs. Finally, the changing relationship between management and teachers has at times undercut a willingness to work together in the design of international/intercultural education programs.

The gap between aspiration and achievement is great in internationalizing public instruction -- despite the progress and accomplishment noted in the foregoing examples. State departments of public instruction do not give international/intercultural goals high priority overall. More forceful leadership is needed if the fifty states are to take advantage of what already exists in the way of federal and local resources. Such leadership is crucial if the states are to press for more adequate external assistance programs.

States must also take the lead in revamping requirements for teacher certification, in encouraging regional collaboration, and in providing for more adequate research and evaluation services so that the impact of international and intercultural projects can be monitored and assessed more regularly. Statewide efforts to design and implement teacher exchange programs and other overseas

activities would assist in providing economies of scale for such ventures. State departments of education should also become more active in establishing and supporting information centers, curriculum consultants, in-service professional development centers, and media projects to serve international and intercultural program needs. Those states which at present do not have full-time personnel to manage such programs should reconsider their policies in this area.

Educators and policy-makers can set higher standards for textbook adoption and refuse to employ texts which are stereotyping which abuse or ignore mankind's cultural diversity and fundamental dignity. Schools should encourage the use of lay teachers in the classroom: businessmen with international interests; state and county officials who deal in international aspects of local development; foreign students in the U.S.; Americans knowledgeable about their cultural heritage in other parts of the world; retired diplomats; American college students studying other languages and cultures; faculty members with world skills; and local school district members active with Rotary International, the United Nations Association, the Partners of the Americas, etc.

Newcomers with the responsibility for designing statewide approaches to international/intercultural education can profitably

draw upon the experiences of their international and comparative education colleagues who share the same professional concerns and commitments. Persons who manage federal and state programs stand ready to be of assistance, as do the internationally-active program officers of the Council of Chief State School Officers and the Education Commission of the States. Those who have made international and intercultural education their life's work are bound to be open to new initiatives coming from the states. If anything the Comparative and International Education Society would benefit from professional interaction aimed at strengthening and improving statewide programs in international and intercultural education.

IV. Points of Leverage: What CIES Can Do

To the degree that states are committed to strengthening public education in general and international/intercultural education in particular, state-level efforts to develop opportunities and resources for the study of other peoples and cultures merit the support and encouragement of professional education associations and their members. This means <u>us</u>!

While professors of comparative and international education have a very real stake in improving teacher education, exchange, foreign language and curriculum endeavors at the state level, they

have been curiously inactive and non-responsive as a group in fostering collaborative projects in public education. The ninety-page listing of statewide projects devoted to international/intercultural education contained numerous references to area studies, foreign policy, international relations associations, as well as to the Partners of the Americas, and to federal program activities in conjunction with the National Endowment for the Humanities, the Department of State, the National Science Foundation, the Peace Corps, and the U.S. Office of Education. Only one reference was made with any direct tie to comparative and international education, the case in point being the 1974 Western States Comparative and International Education Society Conference which involved the Utah State Board of Education and the University of Utah's Graduate School of Education as co-sponsors. Evidently a trip to the state capital in Kansas, in Florida, in Washington is more difficult, dangerous and professionally uncertain than one to the national ministry of education in Kathmandu, in Brasília, in Addis Ababa.

Responding to the challenge of globalizing public instruction will require comparative and international education specialists to make an equally difficult, dangerous and professionally uncertain journey -- within their own college of education and between academic units on their own campus.

While space does not permit an exhaustive listing of all the dramatic voyages colleagues in the field of comparative and international education may undertake, here are several key areas where active collaboration with others is likely to be both professionally and personally rewarding:

- Curriculum Development

  If all fifty states suddenly mandated international and intercultural education sequences at all levels of public instruction, it is obvious that effective teaching materials would not be readily available in all areas. Persons knowledgeable about other nations facing similar materials shortages could serve the dual purposes of importing and adopting materials and practices from abroad, and screening out inappropriate, stereotyping texts and materials already in circulation.

- Dissemination

  A number of comparative and international educators have worked in communications and disseminations areas overseas, and have valuable insights about how both the formal and informal education modes can be utilized to disseminate and adopt educational materials.

- Educational Technology

  The design of videocassettes, instructional films, and a range of audiovisual materials is similarly a field where international collaboration has been visible and productive, with positive implications for statewide education activities.

- Teacher Preparation

  At present, barely 5% of the teachers being certified in the United States have had any exposure to international, comparative or intercultural education. The greatest service the Comparative and International Education Society can perform would be to encourage and promote the globalization of teacher training in this nation's colleges of education. For those already practicing teachers, special workshops, seminars, conferences, symposia, and courses must be made available for in-service training and upgrading of international/intercultural competencies of schoolteachers. In all

areas, programs must put increased emphasis on the performace skills of teachers as they relate to teaching in a culturally pluralistic and internationally interdependent society.

- Statewide Committees

  Comparative and International Education Society members could press for the establishment of statewide committees or boards of international/intercultural education. Membership would include scholars drawn from international and area studies fields, professors responsible for teacher training courses, practicing schoolteachers, and non-educators including persons representing international trade, business, local foundations, the state legislature, community action projects and the media.

- Professional Standards

  University-based professors from a variety of fields both within and outside of colleges of education could initiate studies of statewide certification and recertification practices with a view toward updating and improving the quality of teaching of international and comparative topics.

- Statewide Mandates

  Guides produced by the states which mandate the sequence and content of international/intercultural programs in the public schools should be examined and developed collaboratively, with increased input from comparative and international education specialists.

- In-State Associations

  Where feasible and desirable, statewide teacher associations concerned with globalizing public instruction can be created as one means of improving instruction and sharing professional knowledge and developments.

- Teacher Education Options

  Modules for courses in general education, the humanities, school administration and other areas of teacher pre-service preparation should be designed to infuse international and intercultural perspectives. Those already in use in foreign language and social science segments of the curriculum should be open to improvement.

- Research Agenda

  Aside from scattered bits of evidence, virtually nothing exists which systematically demonstrates how student knowledge and understanding of the rest of the world actually occurs, to say nothing of the lack of solid research about the impact of existing international education programs on young children and adults. Assessment and evaluation is needed to answer such questions as what should students know, be able to do and feel upon completion of international and multicultural education sequences. PhD theses could be devoted to such questions in increasing measure, and pilot and experimental programs should be undertaken utilizing the best of what is available in the fields of educational testing and educational psychology.

- Professional Endorsement

  Support from area studies, international relations and from comparative and international education specialists would do much to further statewide efforts to expand global perspectives in public education. The Comparative and International Education Society should strengthen its associational ties with other professional organizations, ranging from the National Education Association to the Latin American Studies Association to the National Council on the Social Sciences to the American Association of Colleges of Teacher Education. Deliberate efforts to recruit membership from related professional associations and from

> the ranks of schoolteachers and state education officials makes much sense if a commitment to public education on the part of CIES is to be in any way authentic, let alone effective. Target populations in the state education sector would include, for example, state and local superintendents of schools; directors of teacher preparation and certification departments; social studies consultants; state foreign language, bilingual and multicultural experts; commissioners of education; directors of instructional services; teachers and their associational representatives; state legislators on key education committees; and interested parents and students in all walks of life and in all professions.

Certainly, none of the above activities will be easy to implement, nor will all members of the Society gleefully abandon longstanding professional habits and prejudices when faced with the challenge of globalizing public education in the United States. What is central is that energies where they exist be given professional blessings and support services. With the decline in comparative and international education enrollments and subsequent job opportunities, the field may be advised to consider new alliances as a direct function of its own need for survival in the face of difficult financial as well as intellectual battles.

On balance, the picture is not altogether bleak, the willingness to negotiate is not altogether forced, and the task of

globalizing U.S. public education is not without its rewards. The Comparative and International Education Society, for reasons positive as well as realities negative, can look forward to a long and active partnership with state departments of education because not only is there a need, there is an emerging will and way to meaningful action.

V. A Final Note

As the world's interrelatedness continues to make itself felt in the daily lives of the average U.S. citizen, educators at all levels will be increasingly pressured to respond to the challenge of preparing our citizens to cope more adequately in a very interdependent and unstable global system. Remember, this need for dynamic educational change does not lurk in the misty reaches of the future. On the contrary, it is upon us. That far-off world of the future is with us now.

An education which does not prepare our children to live in a highly-interdependent world is no education at all. Children who lack other-culture knowledge and experiences are effectively stunted. They are condemned to frustration and political alienation because ignorance deprives them of influence over people and events.

Today's schoolchildren need to know about the rest of the world or else they will be at its mercy. They must be aware that what they do affects the rest of the world too, since it will

come back to haunt them in a global community they cannot escape and in which they are firmly enmeshed. Finally, these schoolchildren, as our future citizens, need knowledge of the world to oversee their own government's behavior within it. No longer can "foreign policy" be considered a matter soley for diplomats, trade experts, and other specialists. Indeed, it never should have been. More wars have been inflicted on peoples by governments than peoples have ever caused their governments to declare.

To repeat, despite stunning exceptions, by and large our schools are not preparing today's children for tomorrow's world. The subject matter of public education must now be viewed as being fundamentally mankind. To meet the challenge of globalizing public instruction there can be no such thing as business as usual for the Comparative and International Education Society. Educating for worldmindedness is a pressing national need. Federal support under such legislation as ESEA and NDEA and Fulbright-Hays is already supporting statewide efforts, while a score of federal agencies is involved as well. On the horizon is an amendment to NDEA Title VI entitled "Citizen Education" which would enable CIES to work with state education officials in such diverse functional areas as teacher education and exchange, materials preparation and dissemination and media programming.

It will be some time before the 100,000 school districts in America can produce worldminded as opposed to closeminded students, even if in the best-of-all-possible-worlds the money and willingness to do so would materialize. Just look at what is involved...the worldminded, as opposed to traditional student <u>knows</u>

--- that the earth is a fragile, finite planet whose resources are limited

--- that people have defined numerous and rich life styles

--- that underlying cultural differences are common human needs and dreams

--- that the world is divided into close to 150 states whose nationalistic behavior threatens peace and human survival

--- that it is important to be informed about others and interested in their doings

--- that what happens out in the world determines how all of us live at home

--- that it is useful and enlightening to view life comparatively

--- that accepting others enriches rather than diminishes each of us

The global child <u>acts</u>

--- intelligently as a citizen to promote a humane domestic and foreign policy

--- responsibly to curb wasteful consumption of the world's resources

--- ethically to aid the less fortunate, the poor, the wretched of this earth

--- professionally to contribute to the solution of man's common problems

A UNESCO special committee of governmental experts recently issued an appeal to member states for increased attention to international education.

Major guiding principles of this new educational policy challenge school districts the world over, whether they be in Bangor or Bangkok, in Cleveland or Calcutta, in Lubbock or Leningrad, in Peoria or Peking. The challenge is to factor these elements into every child's basic education:

- an international dimension and a global perspective at all levels and in all forms
- understanding and respect for all peoples, cultures, civilizations, values and ways of life, including domestic ethnic cultures
- awareness of the increasing global interdependence between peoples and nations
- ability to communicate effectively with others
- recognition not only of the rights but also of the duties incumbent upon individuals, social groups and nations toward each other
- appreciation of the necessity for international solidarity and cooperation
- readiness on the part of the individual to participate in solving the problems of the local community, the country, and the world at large.

It is largely up to state and local educators to see that the way things are in our public schools is not the way things will be. Surely America's children deserve better in the way of international/intercultural learning experiences. Despite the exciting work outlined in this paper, a 1973 survey of fifty State Boards of Education yielded fifty-four items considered to be top priorities in education. Not one explicitly related to international education or global affairs. Not one is likely to relate to this area unless the policy-makers and the educators can unite now to lead their school districts into the world and to admit the world into their school districts. This, of necessity, requires the professional energies and endorsement of those scholars who, in associations such as the Comparative and International Education Society, possess the skills and abilities to assist in the task of internationalizing, interculturalizing, and globalizing America's public schools.

A tall order you say -- and you are right. To translate such broad social objectives into reality requires the courage of a David, the wisdom of a Solomon, and the faith of an Abraham. No one ever said it would be easy, but begin in earnest we -- and by extension the Comparative and International Education Society -- must.

For Further Discussion and Information

1. For a more detailed discussion of these and other points, see Education For Global Interdependence (Washington: American Council on Education, 1975).

2. Marker, Gerald W., "The Role of the States in Improving the Teaching of International Affairs," in James M. Becker and Howard D. Mehlinger (eds), International Dimensions in the Social Studies: 38th Yearbook of the National Council for the Social Sciences (Washington: The National Council, 1968).

3. The following is a brief and certainly not exhaustive listing of surveys, reports, and other publications related to the role of the states in international/intercultural education, including the surveys to which reference has been made above:

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